“Capturing MS-CPAS Scores and Articulated Credit “

Presented by:

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Meridian Community College
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The Federal Government Realizes the Importance of Career & Technical Education

- President Bush signed the The Carl D. Perkins Career & Technical Education Improvement Act of 2006 into law on August 14, 2006, following passage in the Senate by unanimous consent and passage in the House on a vote of 399 to 1.

- Perkins IV provides ~$14 million to Mississippi for Career & Technical Education
  - 85% (~$11.9 million) of which goes to the colleges and schools for CTE program improvement
    - 53% to secondary
    - 47% to postsecondary

- The Obama Administration increased the focus on educational attainment in general and community colleges in particular.
Performance Indicators Under Perkins IV

- Track number of Tech Prep students served

- Identify Tech Prep students who matriculate to college to track:
  - By program
  - Who remediates
  - Complete post-secondary programs

- Tech Prep students who are awarded articulated credit
What is Articulation?

As described in the federal Perkins Act of 2006, articulations:

“...provide students with the opportunity for a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree.”
Statewide Articulation

Committee

Challenge

Charge

• Fall 2009

• A new 17-member statewide articulation committee was developed to enhance and improve the existing process for awarding articulated credit.

• The committee consisted of Career and Technical Deans, Tech Prep Coordinators, Admission Officers, Mississippi Department of Education staff, Superintendents led by SBCJC staff.
<table>
<thead>
<tr>
<th>Statewide Articulation</th>
<th>Committee</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Definitions</td>
<td>• Duplication (some programs/faculty)</td>
<td>• Students admitted before credit granted</td>
</tr>
<tr>
<td>• Limited number of articulated courses</td>
<td>• 12 hour non-developmental requirement</td>
<td>• Marketing</td>
</tr>
<tr>
<td>• Student Assessment (MS-CPAS)</td>
<td>• Secondary and Postsecondary alignment</td>
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</tr>
<tr>
<td>• Student Tracking (how and who)</td>
<td>• Business and Industry recognition</td>
<td>• No formal articulation process (Template, RCU, MDE, Registrar)</td>
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<tr>
<td>Statewide Articulation</td>
<td>Committee</td>
<td>Challenge</td>
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<tr>
<td>To help develop a more skilled workforce</td>
<td>To eliminate duplication of effort and shorten the educational process</td>
<td>To foster retention through the secondary and postsecondary program</td>
</tr>
<tr>
<td>To expedite student entry into the workforce</td>
<td>To meet federal legislation (Perkins IV)</td>
<td>To reduce the drop-out rate</td>
</tr>
<tr>
<td>To eliminate duplication of effort and shorten the educational process</td>
<td>To foster retention through the secondary and postsecondary program</td>
<td>To facilitate focused career pathway</td>
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<td>To meet federal legislation (Perkins IV)</td>
<td>To reduce the drop-out rate</td>
<td>To increase enrollment in postsecondary programs</td>
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<td>To foster retention through the secondary and postsecondary program</td>
<td>To reduce the drop-out rate</td>
<td>To recruit secondary students</td>
</tr>
<tr>
<td>To reduce the drop-out rate</td>
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<td>To identify school and student achievement in the area of workforce development and academic rigor</td>
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</table>
Current Capture of CPAS Scores and Articulated Credit

- Stored by RCU
- Distributed to CTE Deans/Directors, PS Tech Prep Coordinators (TPC’s), and Registrars
- Manually manipulated and reported by TPC’s
- Lack of continuity in reporting
- Potential loss of funding opportunities
Capturing CPAS Scores and Articulated Credit

Purpose for capturing data.

Process for capturing data.

Proposal for capturing and reporting CPAS scores and articulated credit by Postsecondary institutions.

• Perkins Dollars – funding

• Expand awarding PS CTE credit earned from SEC CTE programs

• Enhance continuity in college transcripts

• Increase student prospect lists
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• RCU routes to CJC:
  o List of students who took CPAS by recruiting district
  o List of students who expressed an interest a particular CJC receiving their CPAS score

• High school transcript
  o Label affixed
  o Student Name
  o MSIS number
  o SEC CIP codes
  o CPAS scores
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• Step One:
  • Create a Student File
  • Add MSIS number
• **Step Two:**
  - Entry CPAS scores
  - Pass

**Capturing CPAS Scores and Articulated Credit**

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• Step Three:
  • Transfer Credit
  • CPAS
  • College course
## Capturing CPAS Scores and Articulated Credit

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### Step Three (con’t):
- Articulation Chart
- Program Credit

<table>
<thead>
<tr>
<th>SEC Program</th>
<th>Set CIP</th>
<th>PS Program</th>
<th>PS CIP</th>
<th>PS Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Agricultural &amp; Environmental Science &amp; Tech - Animals</td>
<td>10901</td>
<td>PS Ag Business &amp; Mgmt Tech</td>
<td>10402</td>
<td>AST 124 - Applied Principles of Animal Production</td>
</tr>
<tr>
<td>5 Agricultural &amp; Environmental Science &amp; Tech - Plants</td>
<td>1101</td>
<td>PS Ag Business &amp; Mgmt Tech</td>
<td>10402</td>
<td>AST 102 - Applied Principles of Plant Production</td>
</tr>
<tr>
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<td>10103</td>
<td>PS Ag Business &amp; Mgmt Tech</td>
<td>10402</td>
<td>AST 103 - Agricultural Records</td>
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<tr>
<td>5 Agriculture &amp; Natural Resources</td>
<td>10003</td>
<td>PS Ag Business &amp; Mgmt Tech</td>
<td>10402</td>
<td>AST 111 - Survey of Agriculture</td>
</tr>
<tr>
<td>5 Agriculture &amp; Agri Business</td>
<td>10005</td>
<td>PS Ag Business &amp; Mgmt Tech</td>
<td>10402</td>
<td>AST 111 - Survey of Agriculture</td>
</tr>
<tr>
<td>5 Horticulture</td>
<td>10601</td>
<td>PS Horticulture/Landscape Cluster</td>
<td>10402</td>
<td>AHT 104 - Applied Principles of Plant Propagation</td>
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<tr>
<td>5 Business &amp; Computer Programming Tech</td>
<td>11201</td>
<td>PS Computer Programming Technology</td>
<td>11201</td>
<td>CPT 101 - Survey of Microcomputer Applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PS Court Reporting Tech</td>
<td>22000</td>
<td>GOT 102 - Applied Business Mgmt</td>
</tr>
<tr>
<td>5 Business &amp; Computer Tech</td>
<td>530407</td>
<td>PS Business &amp; Office Tech</td>
<td>530407</td>
<td>CPT 102 - Survey of Microcomputer Applications</td>
</tr>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>PS Banking &amp; Finance Tech</td>
<td>530403</td>
<td>BFT 103 - Banking and Finance Mgmt</td>
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- **Articulated credit transcripts to official record:**
  - Officially archived
  - retrievable
  - transferable
  - Accessible for Reporting

Proposal for capturing and reporting CPAS scores and articulated credit by Postsecondary institutions.
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Proposal for capturing and reporting CPAS scores and articulated credit by Postsecondary institutions.

- From data capture, Tech Prep Coordinators answer Performance Indicators which:
  - Track number of Tech Prep students served
  - Identify Tech Prep students who matriculate to college to track:
    - By program
    - Who remediates
    - Complete post-secondary programs
  - Tech Prep students who are awarded articulated credit
  - Provide a cross-reference for data sharing between MDE and SBCJC
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- **Benefits of capturing CPAS electronically:**
  - captured at time of student’s application to CJC
  - Articulated credit transcripts according to PS program declaration upon admission
  - Official record consistently archived in SBCJC system

- **Perkins reporting becomes by TPC’s:**
  - Digitized
  - Consistent
  - Accurate and Reliable
  - Streamlined and Timely

- **Expanding Funding Opportunities**
Thanks for your attention!
Questions/Comments?

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